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A
Standard of Teaching
for the
Middle-Schools
of the Basel Mission
on the Gold-Coast, W. Africa.
1904.

Archiv-Bücherel
Basl. Missionshaus

A
Standard of Teaching
for the
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A.

Obligatory Subjects.

I. Bible = Reading connected with Bible Knowledge and Bible Explanation.

1. Obligatory Textbook: The 'Short Handbook of Bible Knowledge' besides which nothing more is to be dictated.
2. Our aim with this subject is that the pupils may come:
 - a) To know the chief-contents and the chief parts of all the books of the Holy Scriptures; besides something about the authors and the time, in which the single books were written.
 - b) To understand the teachings and the chief-truths contained in each book.
 - c) To have the most important passages imparted to memory.
3. The Way in which this subject is treated is:
 - a) Before commencing the reading of a book, the general remarks in the textbook on the author, on the time in which the book was written, on its chief-contents and the chief divisions are to be read, explained and learned. The chief-divisions are at once to be marked by the pupils in their bibles.
 - b) Then the book is read chapter after chapter in the class by the pupils with a loud, distinct voice, in an expressive manner.
 - c) The parts not to be read in the class are to be previously marked by the teacher in his bible and to be omitted in

I. Bible - Reading.

- class - reading without any remark.
- d) The chapters and passages selected for explanation are to be explained after the reading, the teacher having carefully prepared himself for it.
- e) The contents of single chapters or of parts of a book are to be learned by the pupils, as given in the textbook.
- f) The historical parts, especially the stories already learned in the Elementary-School are to be related by the pupils.
- g) The passages pointed out for committing to memory in the textbook are to be underlined by the scholars in their bibles and to be learned by heart, when the respective chapter is read.

Class I and II taken together,
5 hours weekly.

Cl. I & II
I. Year

A. Task.

1. Introductory chapters of the textbook I 1-7.
2. Moses I. II. III. IV. V., Joshua, Judges, Ruth, Samuel I. II., Kings I. II., Chronicles I. II., Ezra, Nehemiah, Esther.

B. Parts to be omitted in Class - Reading:

- I. Moses 19, 30-38. 34. 36. 38. II. Moses 25-31. III. Moses 12-15. 18. 25.
IV. Moses 3-5. 7. 8. 26. 28. 29. Joshua 12. 15-17. 19.
I. Chronicles 1-9. 24-28. Ezra 2. Nehemiah 7, 6-73. 11. 42.

C. Chapters and Passages, which may be briefly explained:

- I. Moses: 1. 2. 3. 4. 5, 21-24. 6, 1-3. 8, 15-22. 9, 27. 11, 1-9. 12, 1-9.
14, 18-24. 15. 18. 16-33. 22, 1-14. 32, 21-32. 49.
II. Moses: 3. 4, 22. 6, 3. 19. 20. 24. 32. 33. 34.
III. Moses: 16. 19, 1-18. IV. Moses: 6, 22-27. 16. 22-24.

I. Bible-Reading.

Class I. & II.
I. Year

I. Moses 5. 6. 7. 13. 17, 14-18, 22. 24. 32. 33. Joshua 23. 24.
Judges 5. I. Samuel 15. II. Samuel 7. 23, 1-7.
I. Kings 8, 17-19. II. Kings 1. 2. 4. 5.

Class I. & II.
II. Year.

A. Task:

1. Introductory chapters to the New Testament; Textbook S 52-54
2. Matthew, Mark, Luke, John, Acts.
3. Introductory chapter to the practical books of the Old Testament; Textbook S 25.
4. Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon.

B. Remarks:

1. After the gospel of St. John, the next 2 sections S 60 and 61 are to be learned; but 62 which is given only for reference sake, should, as a rule, be omitted.
2. In this year the Psalms are not to be read consecutively; nor single psalms to be learned by heart; but only what refers to the book of Psalms in general (S 27, 1-4) is to be done. The 12 different groups of Psalms (S 27, 4) are to be explained and two examples of each group to be read and known as such by the pupils; for instance:

Group I. 22. 110. II. 32. 51. III. 33. 92. IV. 19. 104.
V. 23. 91. VI. 42. 69. VII. 36. 73. VIII. 7. 10.
IX. 90. 139. X. 84. 119. XI. 93. 97. XII. 78. 126.

C. Chapters & Passages, which may be briefly explained:

Matthew: 2, 1-12. 3. 4, 1-11. 4, 12-25. 5. 6. 7. 9, 35-10, 42. 11. 12.
13, 1-52. 16, 13-18. 17, 1-13. 18, 21-35. 19, 16-30. 20, 1-16. 21-28.
Mark: 4, 26-29. 13.

I. Bible-Reading.

Class I & II.
II. Year.

C. Luke: 2, 1-14. 2, 41-52. 6, 20-49. 7, 36-50. 9, 57-62. 10, 25-37. 10, 38-42.
12, 13-21. 15. 16. 18, 1-14. 23, 34-46.
John: 3, 1-21. 4, 1-42. 6, 7, 37-53. 10, 13, 2-20. 14, 15. 16, 4. 16, 5-33.
17. 19, 26-28. 30. 19, 31-37.
Acts: 2, 9, 1-20. 10, 11. 17, 16-34. 20, 17-35.
Job: 1. 2. 3. 4. 5. 19. 36. 38. 42.
Proverbs: 1. 3. 8. 9. 10. 16. 21. 23.

Class III and IV, together,
5 hours weekly.

Class III & IV.
I. Year.

A. Task.

1. Introductory chapters to the doctrinal books of the New Testament; Textbook S 64. 65.
2. Romans; Corinthians I & II; Galatians; Ephesians; Philippians; Colossians; Thessalonians I & II; Timothy I & II; Titus; Philemon; Hebrews; James; Peter I & II; John I - III; Jude; Revelation.
3. Psalms 1-72.

B. Remarks:

1. The introduction to the Psalms (S 25 and 27) is to be repeated and learned again before Psalms 1-72 are read.
2. When a psalm has been read, the pupils should find out, to which of the 12 groups it belongs, and the number of the group should be written on the top of the psalm.
3. Whole psalms and single passages of them as printed out in the textbook are now to be learned, after the respective psalm has been read.

C. Chapters and Passages which may be briefly explained:

I. Bible - Reading.

<u>Class III & IV.</u> <u>I. Year.</u>	<u>C.</u> Romans: 1-8, 12, 13, 1-7. I. Corinthians: 1, 2, 9, 24-10, 33, 13, 15. I. Corinthians: 3, 4, 5, 6, 1-10, 11, 16-38, 12, 1-10. Galatians: 1-6. Ephesians: 2, 4, 6. Philippians 1-4. Colossians 2, 3. I. Thessalonians: 4, 5. II. 2. I. Timothy: 1, 12-20, 2, 3, 14-4, 16, II. 3, 10-4, 8. Titus: 2, 11-14, 3, 3-11. I. Peter: 1, 1-5. II. 1, 1-11, 3. I. John: 1-5. Hebrews: 4, 9-16, 5, 10, 11, 1-10, 12. James: 1-5. Revelation: 2, 3, 7, 9-17, 21, 22. Psalms: 2, 6, 8, 18, 19, 22, 23, 24, 29, 32, 42, 43, 45, 46, 51.
<u>Class III & IV.</u> <u>I. Year.</u>	<u>A. Task:</u> 1. Introductory chapter to the prophets (p. 31): 2. Isaiah, Jeremiah, Lamentations, Ezekiel, Daniel, Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi. 3. Psalms 73-150. <u>B. Remark:</u> The Psalms are to be treated in the same way as in the 3. year. <u>C. Chapters and Passages, which may be briefly explained:</u> Isaiah: 1, 5, 6, 7, 9, 11, 12, 13, 14, 28, 16, 40, 3, 10, 11, 41, 42, 1-9, 49, 50, 52, 53, 60, 1-6, 63, 1-6, 65, 66. Jeremiah: 1, 2, 1-19, 8, 9, 17, 23, 1-8, 29, 1-14, 31, 31-34, 33, 14-18. Lamentations: 3. Ezekiel 3, 15-27, 17, 22-24, 18, 34, 36, 22-38, 37. Hosea: 2, 16-3, 5, 13, 9-14, 10. Joel: 2, 3, 1-5. Amos: 8, 9. Micah 5, 6. Habakkuk: 1, 2, 3. Zechariah: 3, 8, 9, 9, 9-17, 12, 10-13, 6. Malachi: 3. Psalms: 73, 84, 90, 91, 92, 103, 104, 110, 118, 121, 122, 126, 130, 137, 139.

II. Bible - Stories.

Class I and II together
1 hour weekly.

Class <u>I</u> & <u>II</u> .	
<u>I.</u> Year	The 52 stories of the New Testament } selected in The 52 stories of the Old Testament } Barth's Bible History.
<u>II.</u> Year	
	<u>Remarks:</u> 1. The text of these stories should not be learned as given in Barth, but as it is found in the Bible. 2. When the Old Testament is read in Bible-Reading the above mentioned stories of the New Testament are to be repeated, & when the New Testament is read, those of the Old Testament.

III. Explanation of the Catechism.

Class III & IV together,
2 hours weekly.

Class <u>III</u> & <u>IV</u> .	<u>I.</u> Introduction	Catechism No. 1.
<u>I.</u> Year	<u>II.</u> Baptism	" No. 2 & 3.
	<u>III.</u> The Creed	" No. 4 & 5.
	<u>IV.</u> The Lord's Prayer	" No. 6.
Class <u>III</u> & <u>IV</u> .	<u>I.</u> The 10 commandments	Catechism No. 7-11.
<u>II.</u> Year.	<u>II.</u> The Lord's Supper	" No. 12-17.
	<u>III.</u> The keys of the Kingdom of heaven.	No. 18, 19.
	<u>Remarks:</u> 1. The text of that part of the Catechism, which is to be dealt with, is to be learned thoroughly beforehand, & to be asked in the lesson.	

III. Explanation of the Catechism.

Class III & IV.

2. For explanation of the Catechism use should be made:

- a) Of Bible Stories, by which the truth taught in the catechism is proved, especially of such known to the pupils. If not known, the story should either be related by the teacher or read by the pupils in the Bible; whenever possible this should be done at first, whereupon the pupils should be led to find out the truth for themselves. Especially in the explanation of the 10 commandments greatest reference should be made to Bible Stories.
- b) Of Quotations from the Scriptures, especially of those already learned by heart, in order to show that the Catechism is based upon the word of God. These quotations should again be learned by heart.
- c) Of Hymns, in case there is one which teaches the same truth, it should be pointed out by the teacher and read by the pupils.
- d) Of Illustrations & Parables from nature & human life.
- e) Of examples from General History, little anecdotes and facts from every day life.

3. The doctrines and truths of the Catechism are not to be imparted to the scholars and learned by heart as mere knowledge, but they should be brought home to them in such a way as to influence their will and character. The pupils should see and feel that these Catechism-doctrines are closely connected with their daily life and something experienced by all followers of Christ and servants of God.

IV. Repetition of Hymns.

Class I and II

either taken separately or together according to the manager's discretion.
1/2 hour weekly.

Cl. I & II.

a) Ishi - Hymnbook:

Nr. 5. 332. 18. 235. 93. 404. 285. 328. 259. 92. 136. 374. 273. 50. 165. 241.
251. 7. 133. 324. 295. 315. 247. 398. 214. 174. 196. 258. 349. 181. 306. 215.
390. 296. 295. 87.

b) Gā - Hymnbook:

Nr. 282. 307. 226. 25. 245. 330. 110. 202. 332. 458. 4. 325. 364. 111. 12. 363.
430. 166. 315. 61. 98. 122. 296. 5. 353. 257. 497. 299. 424. 153. 26. 349.
348. 464. 109. 287.

Remarks:

1. The hymns are to be recited in a loud voice, slowly and reverently, most of these hymns being prayers.
2. There are to be explained:
 - a) Strange and uncommon words, especially those conveying a particular meaning due to the context.
 - b) Whole passages and phrases difficult to be understood or apparently misleading.
3. Should the above mentioned hymns be found too numerous, the manager is entitled to abbreviate.

V. Arithmetic.

A. Handbooks, recommended for the Teacher's use:

1. Gill, Oxford and Cambridge Practical Arithmetic.
2. Arithmetic for junior students, Davidson & Mervin.
3. Barnard Smith, Shillingbook of Arithmetic.

I. Arithmetic.

A. 4. *The Shilling Arithmetic* by Pindlebury & Beard.

Price: 1/- each, with answers 1/6.

B. General rules for all classes:

1. Besides the calculations solved on the slate, every week two exemplary problems should be entered in a cross-lined arithmetic-exercise book, but nicely written and neatly arranged so as to show the whole work required.
2. Copying may be prevented by giving always two different sets of tasks so that no two boys sitting closely together get the same task.

Class I.

Class I.

4 hours weekly.

A. The year's work:

1. Repetition of the four simple rules with long Division.
2. Table of Money.
3. Reduction of Money.
4. Compound Addition and Subtraction
Multiplication & Division } of money.
5. Compound Rules and Reduction of
Measures of Weight
" " Length
" " Area (Surface)
" " Solidity (Volume)
" " Capacity
and of Time.

I. Arithmetic.

Class <u>I.</u>	<u>A. Remark:</u> Following measures are to be omitted: Apothecaries' scale Cloth measure Coal measure.
Class <u>II.</u>	Class <u>II.</u> 4 hours weekly. The year's work: 1. Repetition of Weights and Measures. 2. Bills of Parcels and Invoices. 3. Practice, Simple and Compound. 4. Greatest Common Measure. 5. Least Common Multiple. 6. Vulgar Fractions.
Class <u>III.</u>	Class <u>III.</u> 5 hours weekly. 1. Repetition of Vulgar Fractions. 2. Decimal Fractions. 3. Proportion, Simple & Compound. 4. Simple Interest.
Class <u>IV.</u>	Class <u>IV.</u> 5 hours weekly. 1. The same as class <u>III.</u> 2. Compound Interest, Stocks, Averages, Percentages, (Square Root & Cube Root.)

V. Geometry.

A. Textbook: Gill's First Grade Practical Geometry.

This book should be in the hands of the scholars.

B. Apparatus for the Class-Room:

1. A large compass.
2. A T Square 36 in. - 48 in. long.
3. A Blackboard-ruler, 36 in. long.

C. Apparatus for the single scholars:

1. A compass, 4 in. long.
2. A ruler, 12 in. long.
3. A set square 60° 4 in.
4. An exercise- or drawing- book.
5. A lead pencil H.B.
6. An India-rubber.

<u>Class III.</u>	<u>Class III.</u> An hour weekly. 1. Definitions of lines, angles, triangles & quadrilateral figures. 2. Simple constructions: Gill, Problem 1-24.
<u>Class IV.</u>	<u>Class IV.</u> (1 hour weekly). 1. Repetition of simple constructions: Gill, Problem 1-24. 2. Simple constructions: Gill, Problem 25-52. 3. Simple Mensuration: a) To find the area of a square, a rectangle & any parallelogram. b) To find the area of triangles without application of the square-root, the area of a trapezoid and trapezium. <u>Remark:</u> Problems in simple mensuration are also found in <u>Blackie's Mensuration for Beginners.</u>

VII. History of England.

A. Textbook: *Brief History of the British Empire.*

B. General rules for all classes:

1. Every new piece is to be read and explained by using synonyms and other expressions so as to make the contents clearly understood by the pupils.
2. It is not sufficient to go through a piece once only, but the teacher should do this about 3 times, constantly questioning the pupils.
3. The teacher should try to add little stories and anecdotes to arouse the interest of the pupils in the matter treated. These additions however should not form a part of the tasks to be learned.
4. Countries, towns and rivers mentioned should always be shown on the map.
5. If possible, the teacher should produce pictures and illustrations of the persons and articles mentioned.
6. Having finished a piece, a short summary should be made in the form of a disposition on the blackboard, showing the chief points only.
7. The scholars should be encouraged not only to answer the questions but to relate parts of the subject.

Class <u>I.</u>	Class <u>I.</u> (2 hours weekly.) The History of England from 55 B. C. to 1066 A.D. <i>Brief History</i> p. 7-84.
Class <u>II</u>	Class <u>II.</u> (2 hours weekly.) The History of England from 1066 A.D. to 1485 A.D. <i>Brief History</i> p. 42-103.

VII. History of England.

Class <u>III.</u>	Class <u>III.</u> 2 hours weekly. The History of England from 1485 A.D. to 1760 A.D. Brief History p. 104-201.
Class <u>IV.</u>	Class <u>IV.</u> 2 hours weekly. The History of England from 1760 A.D. to the present time, especially the reign of Queen Victoria. Brief History p. 202-268.

VIII. General History.

A. Textbook: Happe, Stories from General History.

B. General Rules:

1. The teacher should at first relate the story in a lively way, so as to interest the scholars in it; then by questions investigate how far the subject was understood and whether attention was paid; finally it is to be read in the book.
2. The remarks under 1-7 in the History of England are to be also observed here.

Class <u>I & II.</u>	Class <u>I and II</u> together. 2 hours weekly. First year: Happe SS 1-51 (p. 1-114). Second year: Happe SS 52-85 (p. 115-237). Remark: Following SS of the second year's task should be omitted: SS 69. 70. 72. 73. 76. 77. 79. 83.
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IX. Geography.

- A. Textbooks:
1. Gill, Oxford and Cambridge Geography.
 2. Outlines of the Geography of the Gold-Coast.
 3. An Atlas of A/-.

- B. Apparatus:
1. A map of the two hemispheres.
 2. Maps of the five continents.
 3. A map of the Gold-Coast.
 4. A terrestrial globe.
 5. A diagram of definitions.

C. General rules for all classes:

1. In teaching about the earth's shape, motions, size, zones and surface (geograph. definitions) it is absolutely necessary to use diagrams, either printed on cards or roughly sketched on the blackboard, as well as demonstrations; especially as regards the definitions and the motions of the earth.
2. The constant use of maps is quite indispensable.
3. Of every country treated in the Geography-lessons a rough sketch of a blank map is to be made by the teacher on the blackboard and the most important towns, rivers, mountains, capes etc. etc. to be inserted. The pupils should try to sketch the same map on slate or paper.
4. Journeys are to be taken on the map from one place to another and mention made of the mountains, rivers and seas crossed, and the towns passed.
5. The different countries are to be compared to the Gold-Coast with regard to their size, population, climate etc.
6. The influence of the physical geographical features on a country is to be pointed out.

IX. Geography.

Class I.

Class I.

2 hours weekly.

1. Definitions of the earth's surface, Gill, § 7-11.
2. The earth's shape, motions, size, zones. Gill § 1-6.
3. The five continents compared to each other, with regard to their situation, surface, size and population. Gill § 12-14.
4. Geography of the Gold-Coast, its population, production, trade, imports and exports.

Remark: The outlines of the Geography of the Gold-Coast are far too copious and not all parts of equal value. A choice of what is most necessary is to be made by the manager. A most essential point is the drawing of a map of the Gold-Coast by the pupils and the inserting of the most important towns, rivers and mountains.

Class II.

Class II.

2 hours weekly.

1. General Geography of Africa § 200-217
and British Possessions § 124.
2. General Geography of America § 218-241.
and British Possessions § 125.

Class III.

Class III.

2 hours weekly.

1. General Geography of Europe § 127-145.
and British Possessions § 121, 122, 1.
2. Geography of the British Islands, Gill, § 15-121.

IX. Geography.

Class III.

Remarks: a) The Geography of the British Islands as contained in Gill's Geography being far too detailed, the manager will have to print out what is necessary to be learned.

b) Following S'S at least should be omitted:

S'S 24, 26, 30-34, 37, 38, 46-49, 56-60, 76, 77, 85, 92, 96, 97, 1-3, 103, 109, 116.

c) Of many paragraphs only 1 or 2 names may be marked to be learned, so f. i. of the counties of England (S' 68-70), Scotland (S' 99-101), Ireland (S' 118-120) only those with large wellknown towns.

Again f. i. in S' 24 the only chief-height to be learned should be the 'Snow Fell'; in S' 25 only the 'Snowdon', in S' 35 only the 'Windermere Lake', in S' 83 only the 'Ben Nevis', etc.

Class IV.

Class IV.

2 hours weekly.

1. The general Geography of Asia S' 174-199.
and British Possessions S' 123, 2.
2. The general Geography of Oceania S' 242-250.
3. Repetition of the General Geography of Europe S' 127-145.
4. The countries on the Continent of Europe S' 146-173.
5. Repetition of the General Geography of Africa & America.
6. Repetition of the earth's shape, motions, size & zones. Gill S' 1-6.

Remarks: 1. Since the parts of Physical Geography mentioned under N: 6 were not fully understood in Cl I they are here to be taught again. As far as is possible, everything should be made clear to the scholars by using diagrams

IX. Geography.

Class IV.

and illustrations.

2. The pupils should learn:

- a) To find the Longitude and Latitude of a place printed out on the map.
- b) To find places, whose Longitude and Latitude is given.
- c) To know the countries through which the Equator and the Tropics extend.
- d) The chief countries in the Torrid Zone and in the Temperate Zones.

X. English Reading.

General Rules for all classes:

1. The portions for reading is first read by the teacher, to show distinct pronunciation and accurate accentuation and sentence after sentence is repeated by individual scholars.
In Class I the portions read by the teacher, may also be repeated by all the scholars simultaneously.
2. Now follows translation into Vernacular & explanation.
3. Then the teacher reads again with expression and proper modulation of the voice; & sentence after sentence is again repeated by individual scholars.
4. Finally more than one sentence is read by individual scholars.
5. As task for the next lesson is to be given:
 - a) Intelligent and expressive reading of the piece done.
 - b) Spelling of the single words, especially the new ones.

I. English Reading.

Class <u>I</u> . Stand. <u>IV</u> .	Class <u>I</u> . Standard <u>IV</u> . 4 hours weekly. The Holborn Practical Reader No 4 p. 1-120.
Class <u>II</u> . Stand. <u>V</u> .	Class <u>II</u> . Standard <u>V</u> . 4 hours weekly. 1. The Holborn Practical Reader No 4 p. 121-176. 2. " " " " No 5 p. 1-65.
Class <u>III</u> . Stand. <u>VI</u> .	Class <u>III</u> . Standard <u>VI</u> . 4 hours weekly. The Holborn Practical Reader No 5 p. 68-220.
Class <u>IV</u> . Stand. <u>VII</u> .	Class <u>IV</u> . Standard <u>VII</u> . 4 hours weekly. The Holborn Practical Reader No 6. Remark: The pieces to be read are to be chosen by the manager.

II. English Grammar.

- Textbook of the Teacher: English Grammar and Analysis
by Davidson & Mevick 2/-.
Textbook of the Scholars: An intermediate Grammar & analysis
by Davidson & Mevick 6^d.
- Where the larger book (a 2/-) is in the hands of the scholars,
everything not contained in the Intermediate Grammar
is to be marked for omission.

XI. English Grammar.

Class I.
Stand. IV.

Class I. Stand. IV.

2 hours weekly.

1. Definition of the Parts of Speech.
2. Classification and Inflection of Noun, Adjective and Pronoun.
3. Parsing according to Parsing specimens 1-4.

1-3. Large Grammar S 1-107.

Intermed. " S 1-84.

Remark: As soon as the definitions of the Parts of Speech (Large Grammar S 1-24) are mastered, Parsing begins at once according to the Specimen of Parsing N^o 1; and goes on (half of each Grammar-lesson being spent for it) hand in hand with the Classification & Inflection of the Noun, Adjective and Pronoun according to the Specimens of Parsing N^o 2-4.

Class II.
Stand. V.

Class II. Standard V.

2 hours weekly.

1. Short repetition of Classification and Inflection of the Noun, Adjective and Pronoun.
2. Classification and Inflection of the Verb, Adverb, Preposition, Conjunction and Interjection.
3. Parsing according to Specimens of Parsing N^o 5-9.

1-3. Large Grammar S 108-200.

Intermed. " S 85-165.

Remark: Half the time of each Grammar-lesson should be spent for Parsing.

XI. English - Grammar.

Class <u>III.</u> Stand. <u>IV.</u>	Class <u>III.</u> Standard <u>IV.</u> 2 hours weekly. 1. Analysis of a Simple Sentence. Large Grammar S 397 - 425. Intermed. " S 194 - 207. 2. Rules of Syntax Large Grammar S 290 - 396. Intermed. " S 166 - 193. 3. Parsing according to the different specimens of Parsing; see also Large Grammar S 395. <u>Remark:</u> The first half year of this class is to be spent for Analysis only (Specimen of Analysis, L. Grammar S 425; Int. Grammar S 207). In the second half year Parsing is taken up again & continued alternately with Syntax & Analysis.
Class <u>IV.</u> Stand. <u>V.</u>	Class <u>IV.</u> Standard <u>V.</u> 2 hours weekly. 1. Repetition of Analysis of Simple Sentences. 2. Analysis of a Complex Sentence. 3. Parsing and Analysis of a Complex Sentence. Large Grammar S 397 - 443. Intermed. Grammar S 194 - 218.

XII. Composition.A. Composition in Vernacular.

Class I.
Class II. } 1 hour weekly, each class separately.

XII. Composition.

Remark: Now and then a dictation in Vernacular should be made instead of a composition.

A. Composition in English.

Class I } 1 hour weekly, each class separately.
Class II }
Class III } 2 hours weekly, each class separately.
Class IV }

B. Materials for Composition.

1. Small stories of 9-10 lines each.
2. Descriptions of common objects, as usually done in Object Lessons.
3. Description of plants and their cultivation, trees and their use, beasts and their mode of life etc.
4. Short biographies of famous men, known to the pupils from Sacred History, English or General History.
5. Any experience of importance in school- and daily life, as a journey, a special work, etc.

C. Form of Composition.

1. A story is told or description is developed before the scholars, who have to give the same in writing.
2. A descriptive model or pattern of an object is given to the scholars have to write a description of another object of a similar kind.
3. A theme with disposition is given to the scholars have to work it out.
4. A Poem is turned into Prose.
5. A story in the singular is turned into the plural, the 3rd person converted into the 1st, the past tense into the present tense etc.

XII. Composition.

6. Composition in form of letters.
7. A short english story is turned into vernacular, but especially a piece in vernacular into english.

G. Requirements for a Compositionbook.

1. Every compositionbook must have a margin of about 2 fingers' breadth, on each page.
2. A draught is to be made, before a fair copy of the composition is written out.
3. No ink-blots nor any dabbling is permitted, corrections should also be avoided.
4. The greatest pains should be taken to write as nicely as possible.
5. The title should be separated from the composition itself by a blank line.
6. No composition-book should be without a sheet of blottingpaper.

F. Rules for correction.

1. As a rule every week a composition should be made & corrected by the teacher without entering special remarks.
2. The teacher should discuss the corrections with the class, pointing out the most significant and the most frequent mistakes.
3. Not only mis-spelled words are to be rewritten, but the whole sentence in which a mistake of any importance occurs.
4. When the composition contains 6 bad mistakes, a clean copy of the whole is to be made.

XIII. English Dictation.

Class I }
 " II } 1 hour weekly, each class separately.
 " III }
 " IV }

1. Textbook: The Readers, or any other book of little stories & descriptions.

2. Rules for all classes:

- a) Not more than 12 lines are to be dictated in one lesson.
- b) As a rule the scholars should be allowed to read the task beforehand.
- c) The same rules, which are laid down for the composition-books (XII & III) refer also to the dictation-books; with the exception of b. i, as the dictation should at once be entered in the book.
- d) In correction only the mis-spelled words are to be re-written by the scholars.

XIV. Caligraphy or Copybooks.

General rules for all classes:

The teacher has to pay attention:

1. That all scholars of the same class have the same copybooks.
2. That all write the same at the same time.
3. That every copybook has its sheet of blotting paper.
4. That the pens are held correctly.
5. Whilst the scholars are writing the teacher has to inspect the writing passing constantly behind the scholars & correcting with leadpencil mistakes peculiar to individual writers, whilst errors made by several are to be pointed out at the blackboard.

XIV. Caligraphy or Copybooks.

6. As a rule one page is expected to be written by each scholar in a lesson.
7. Scholars, who for some reason missed a lesson, or could not do so much work as was done by the others in the lesson, have to make up for it in their leisure or studying time and to show their work in the next lesson.
8. The teacher by his signature (in red ink) testifies his having inspected the books.

Class <u>I.</u>	Class <u>I.</u> 2 hours weekly. Two books of the same kind are to be written by each scholar every halfyear, i. e.: <u>I.</u> Halfyear: Viaduct Series, Copybook No. 9. <u>II.</u> " : " " " " " " 10. <u>Remark:</u> Should 2 books of the kind prescribed for the halfyear be written out by the whole class, before the halfyear is ended, the hours remaining are to be devoted to Dictation in Vernacular.
Class <u>II.</u>	Class <u>II.</u> 2 hours weekly. Two books of the same kind are to be written by each scholar every halfyear, i. e.: <u>I.</u> Halfyear : Viaduct Series, Copybook No. 11. <u>II.</u> " : " " " " " " 12. The remarks for Class <u>I.</u> is also to be observed here.
Class <u>III</u> & <u>IV.</u>	Class <u>III</u> and <u>IV.</u> together. 1 hour weekly. One book to be written by each scholar every halfyear, i. e.: <u>I.</u> Halfyear : Viaduct Series, Copybook No. 13. <u>II.</u> " : " " " " " " 14.

XV. Drawing.

A. Textbooks: 1. Poynter's Drawing for the Standards III. IV. V. VI. VII^a (Books 5-24).

2. The Royal Drawingbooks are recommended for reference; but only for the hand of the teacher.

B. Apparatus: 1. The same as for Geometry both for the whole class as well as for the single scholar.

2. Blank drawingbooks only (without cross-lines and figures) are to be used by the scholars.

C. General rules for all classes:

1. The teacher should figure the example on the blackboard showing the scholars how to commence work & the gradual construction of the ^{copy}.
2. Care should be taken that the scholars do not press too heavily on the paper, but draw faint lines, which can be easily erased by india-rubber.

Class I.	Class I. 1 hour weekly. Drawing freehand & with the ruler of simple regular forms & curved figures. Poynter, Book 5-8. (Royal, Book 3-5).
Class II.	Class II. 1 hour weekly. Drawing freehand & with the ruler of ornamental forms, plants & easy common objects. Poynter, Book 9. 10. 14. 15. (Royal, Book 6. 7.)
Class III.	Class III. 1 hour weekly. Drawing freehand & with the ruler of more advanced ornamental forms, plants & common objects. Poynter, Book 19. 20. 23. 24. (Royal, Book 9. 11.)
Class IV.	Class IV. 1 hour weekly. a) Simple scales & Drawing to scales, Poynter, Book 12. 13. (Royal, Book 8). b) Simple geometrical figures & objects, Poynter, Book 17. 18. (Royal, Book 10. 11a.)

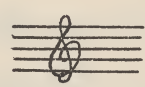
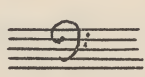
XVI. Harmonium.

- Textbooks: 1. Henry's Royal Modern Tutor (Wickens & Co, London.)
 2. Württemberg, Choral-Book.
 3. Arer, Tunes.

Class I.

Class I.

1 hour weekly.

1. Explanation of the Keyboard of the Harmonium, the names of the notes on the staves C, D, E, F, G, A, B, how they correspond with the names of the keys on the Harmonium. cf. Henry p. 3.
 - a) The notes on the stave according to the Treble clef or G clef:  See
 - b) The notes on the stave according to the Bass clef or F clef:  Henry p. 7.
2. The different notes and rests: cf. Henry p. 12. 13.
 - a) The shape & duration of the 4 notes: Semibreve, Minim, Crotchet and Quaver.
 - b) The different rests.
 - c) The dotted notes.
3. The different measures: cf. Henry p. 14. 15.

$\frac{2}{2}$, $\frac{4}{4}$, $\frac{3}{4}$, $\frac{6}{8}$ time.
4. Easy exercises of notes in the key of C without sharps & flats:
 - a) All singing exercises in 'Eight Singing for Schools' p. 8-23 should be played on the Harmonium with the right hand and then also with the left.
 - b) Henry's Modern Tutor p. 10 & 11.
5. Explanations of tones & semitones: cf. Henry p. 13. 20. 21.
 - a) The 2 semitones on the scale of C.

XVI. Harmonium.Class I.

5. b) The F sharp, contradicted by an F natural in the key of C.
 c) The B flat, contradicted by an B natural in the key of C.
6. Exercises of notes in the key of C containing an.
 F sharp, contradicted by an F natural and a
 B flat, contradicted by a B natural.
- a) Light Singing, p. 23-33 (to be played with either hand).
 b) Henry, p. 24. 25. 26. 27. 29.
 c) Württemberg Chorals: N^o 1. 69. 75. 164. 57. 124. 15. 75.
 d) Auer, Tunes: N^o 34. 64. 24. 22.

Class II.Class II.

shown weekly.

1. Explanation of the Key of G
2. Practice in the Key of G
- a) Light Singing p. 37-40.
 b) Henry, p. (16). 17. 19. 20. 21. 22. 23. 30. 31.
 c) Württemberg, Chorals: N^o 5^a. 6. 12. 35. 36. 57. 87[±]. 92. 108. 138. 163. 166. 185.
 d) Auer, Tunes, N^o 23. 28. 30^a. 33. 39.
3. Explanation of the Key of F.
4. Practice in the Key of F.
- a) Light Singing p. 40-47.
 b) Württemberg Chorals: N^o 13. 47. 107. 158. 159. 194. 216.
 c) Auer, Tunes: N^o 3. 16. 20. 25. 93. 53. 76.

Class III.Class III.

shown weekly.

1. Explanation of the Key-Signatures with 2, 3 & 4 sharps, i. e.

XVI. Harmonium.Class III.

- Key of D, Key of A, Key of E. cf. Henry p. 20. 21.
2. Practice in the Key of D.
- a) Light Singing, p. 49-51.
 - b) Henry, p. 32. 33. 34. 35. 36.
 - c) Württemberg, Chorals, N^o 4. 53. 102. 173. 193.
 - d) Auer, Tunes, N^o 42. 45. 88.
3. Explanation of the Key signatures with 2, 3 & 4 flats, i. e.
Key of B^b, Key of E^b, & A^b, cf. Henry, p. 20. 21.
4. Practice in the Key of B^b.
- a) Light Singing, p. 52-54.
 - b) Henry, p. 39-47.
 - c) Württemberg, Chorals, N^o 2. 9. 28. 68. 114. 121. 187.
 - d) Auer, Tunes, N^o 13. 43. 61. 77.

Class IV.Class IV. 1 hour weekly.

1. The same explanation as in Class III.
2. Practice in the Key of A & E.
- a) Henry, p. 48-58.
 - b) Württemberg Chorals: N^o 20. 23. 26. 60. 84. 85. 119. 161. 203. 217. 218.
3. Practice in the Key of E^b & B^b.
- a) Henry, p. 58-67.
 - b) Württemberg, Chorals: N^o 7. 16. 51. 44. 67. 77. 99. 132. 135. 126. 160. 167. 192.
 - c) Auer, Tunes: N^o 31. 37. 40. 65. 94. 44. 78. 108.
- Remarks: The explanations are to be given before the whole class, classes I & II each separately, classes III and IV taken together.

XVII. Singing.

All 4 Classes together.

2-3 hours weekly.

1. Textbooks: a) Light Singing for Schools, I & II - National Soc., London.

This obligatory textbook should be in the hands of all the scholars.

b) Württemberg, Choral.

c) Auer, Times.

d) Hunter, Songs for advanced classes; I & II. Series.

Until our own book of songs is compiled the following German book of songs is recommended to the managers for use; English or Vernacular words should be substituted for the German text, i. e.

e) Schwahn, Chorsammlung, Gieserius, Halle.

2. The Middle School Choir is not a Men's Choir, but a Mixed Choir, with 3 or 4 parts (voices); the 2 higher voices are sung by scholars with unbroken voices; the 2 lower voices (bass) or the one lower voice by scholars with broken voices. Therefore singingbooks set for men's voices (as f. i. the Basel Mission Choralbook) should not be used; but only such for a Mixed Choir.

3. The first 15 minutes of every singing-lesson should be devoted to Light Singing & Theory of Music, according to the book 'Light Singing for Schools.'

4. In the second part of the lesson simple and easy 3- or 4 part songs as contained in the books a - e mentioned above are to be practised. Motets & classical pieces are as a rule not to be attempted. Any song not contained in the above mentioned books has to be shown to the Manager and has to receive his approval, before it is practised.

XVII. Singing.

5. Before a song or a Choral is practised:

a) the chord of D^o (do-me-so-do) is to be sung, standing on the Key-note.

b) time is to be beaten and the scholars taught how many beats each measure contains.

6. During singing the teacher beats time, whilst the scholars continue to look at him so as to keep in time.

7. Every week 1 hymn or choral is to be practised in a thorough way, so that each pupil may be able to sing the leading voice (the tune). These hymns and chorals are as a rule to be sung as one part songs (i. e. only the tune or leading voice is to be sung by all scholars); but a limited number, chosen by the manager should be also taught as four-part songs.

8. The hymns & chorals to be practised during a space of 4 years are:

a) The more difficult ones of those already taught in the Elementary School by way of Repetition, i. e.

Württemberg, Chorals; N^o 1. 4. 26. 53. 87. 99. 102. 120. 160. 164^a. 166. 187.

207. 211. 218.

Aner, Tunes, 8. 22. 32. 31. 40. 50. 65. 77. 94.

b) Some of those often sung in Church, but not yet practised:

Württemberg, Chorals; N^o 2. 7. 9. 10. 15. 16. 18. 20. 41. 60. 88. 107. 115. 127. 132. 133. 143. 144. 145. 150. 152. 159. 193. 197. (cf. *Acra Songs* 77) 203. 208. 216.

Aner, Tunes: 23. 26. 30^a. 30^b. 37. 38. 41. 43. 44. 45. 51. 59. 88. 91. 96.

Acra Songs 66.

9. Of secular three- and four-part songs about 12-15 may be taught during one year.

XVIII. Drill.

Textbook: Gill's Military Drill, by Ben Johnson.

4 days a week for 15 minutes each time or

2 days a week for 30 minutes each time.

1. The same exercises which are prescribed for Stand. I - III (Standard of Teaching for Elementary Schools p. 54-56) are to be practised.
2. In large schools Classes I and II should as a rule be drilled independantly of Classes III and IV; and all 4 classes taken together only for marching and plays.

XIX. Vernacular: Gō and Jiv.

Class I. 2 hours weekly.

Classes II - IV. 1 hour weekly each class.

Class <u>I</u> & <u>II</u> .	Class <u>I</u> and <u>II</u>. each taken separately. Barth's Bible Stories to be translated from the mother tongue into the other language and back again.
Class <u>III</u> & <u>IV</u> .	Class <u>III</u> and <u>IV</u> together. Ammyan's Pilgrim's Progress to be translated from the mother tongue into the other language and back again.

B. Optional Subjects.

XX. Natural History.

1. When given, this subject should be treated in the simplest way, chiefly using the Vernacular, but the English more for special terms & definitions & when the Vernacular is short of the proper expressions.
2. Our aim with this subject is:
 - a) To show the scholars the manifold wisdom & the infinite riches of the Creator, and to open their minds for thoughtful observation of everything surrounding them in nature.
 - b) To point out to them: the qualities of the animals, especially the good qualities, as: faithfulness, skill love to their young, etc.; besides the usefulness of the inanimate (objects) in nature.
 - c) To awake in them kindness to dumb animals, to restrain them from cruelty towards any living creature and from thoughtless destruction of God's gifts in nature.
3. Hints for teaching this subject:
 - a) A mere enumeration of names will not do; but what distinguishes the different groups ~~is~~ to be pointed out; as regards animals found on the Gold-Coast more particulars should be given.
 - b) Anecdotes of these animals are to be told and pictures of them shown; if convenient the very object should be brought to lesson in nature.

X. Natural History.

Class. III. & IV.

Classes III. and IV. together.

thru weekly.

Textbook: First year of Scientific Knowledge, by Paul Barb a 1/-.

Besides this textbook it will be useful for the scholars to own the book: A Natural History for children; illustrated 1/-.

First Year.

Textbook: S 1-33.

1. The divisions of the animal Kingdom.
2. The Mammalia, Birds, Reptiles, Amphibians & Fishes.
3. The chief-groups of the Mammalia in their most striking representatives.
 - a) mankind (races); b) monkeys, bats.
 - c) carnivorous animals; d) herbivorous animals.
 - e) ruminating animals; f) elephant, pig.
 - g) seals, whales.
4. Birds of prey, the parrot, the pigeon, the hen, the ostrich, wading birds, ducks, sparrows.

Second Year.

Textbook: S 34-82.

5. Reptiles: Tortoise, lizard, serpent.
6. Amphibians: Frogs.
7. Fishes: some few specimens of those found on the Gold-Coast.
8. Insects: Spider, millepedes, crabs, worms.
9. Snails.
10. Radiates, coral insect, sponge.

Remark: Specimens as are found on the beach to be exhibited.

11. Trees and Plants: Textbook S 55-82.

- a) Their different shape and size.
- b) Their different parts: especially leaves and flowers; of these as many specimens as possible are to be collected by the

XX. Natural History.

Class. <u>III</u> & <u>IV</u> . 2. Year	11. b) scholars, produced in the lesson - hours and closely examined and investigated. (Textbook II 60-64). c) Plants useful for food & trees fit for building purposes. d) The flowerless plants (ferns, mushrooms) of which again specimens are to be brought for the lesson and examined.
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XI. Physics.

Class. <u>III</u> & <u>IV</u> .	Classes <u>III</u> and <u>IV</u> together. 1 hour weekly.
First Year:	Textbook: First year of Scientific Knowledge by P. Bert. Textbook: S' 111-125. 1. The 3 states of bodies. 2. Influence of heat on bodies: a) expansion and contraction. b) temperature (thermometer). c) boiling water (steam).
Second Year:	Textbook S' 160-190. 3. Magnetism (Mariners' compass). 4. Weight of bodies: a) the vertical. b) the balance. 5. Pressure of liquids (Specific weights). 6. Pressure of air (pump). <u>Remark:</u> In this subject experiments and demonstrations are <u>absolutely necessary</u> , instructions given without it being practically useless.

Appendix I. List of Subjects Taught in the Middle-School.

		Hours weekly.			
		<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
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		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
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		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
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		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>
		<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VI</u>

Appendix II.

The official books of the School.

A. Books required by the rules for assisted schools:

1. Class Register of Attendance.
2. Register of Admittance.
3. Summary.
4. Logbook.
5. Cashbook.
6. Portfolio.

B. Additional books of the Basel Mission Schools:

1. The Weekly Record (Diary).

All that has been taught during the week by the whole teaching-staff in the different subjects is to be duly entered in this book every Saturday.

2. The Weekly Report.

This book contains:

- a) The chief occurrences during the week.
 - b) The subjects taught and the number of lessons given therein by each individual teacher.
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